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ABSTRACT

Martin Luther King, Jr. Elementary School (Chicago, Illinois) is an urban open door public school serving a population with diverse economic, educational, and ethnic backgrounds. The school is committed to translating the philosophies of Dr. King into an educational environment that includes innovative instructional strategies tailored to the individual needs of each student. These strategies include a variety of educational programs and student support systems designed to maximize each student's ability to establish and achieve realistic educational and vocational goals. This goal will be realized in 3 years by conducting the learning/instruction process in the library center. There are three categories into which most instructional objectives fall: psychomotor, affective, and cognitive. The primary aim of this 3-year instruction program is to reach the cognitive domain category. This paper outlines the 3-year lesson plan for elementary and high school library centers. The first part of the paper focuses on Year Zero, and, following the mission statement, discusses: strategies; maintenance and evaluation; budget-print and equipment (year one); materials and equipment replaced; staff; spacing and seating; classroom instructions and assignments; and orientation. Then, the three stages of the 3-year lesson plan are outlined, with functions for each phase. In Stage 1, Define, functions include identifying the problem, analyzing the setting, and organizing management. Stage 2, Develop, includes identifying objectives and specifying methods. Stage 3, Evaluate, consists of testing the prototype. (AEF)

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A Three-Year Lesson Plan For Elementary And High School Library Centers For The Chicago Public Schools

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The Mission Statement

Martin Luther King, Jr. Elementary School is a comprehensive, urban open door public school serving a population with diverse economic educational, and ethnic backgrounds. The school is committed to translating the philosophies of Dr. King into an educational environment that includes innovative instructional strategies tailored to the individual needs of each student. These strategies include a variety of educational programs and student support systems designed to maximize each student's ability to establish and achieve realistic educational and vocational goals.

Outline

Year Zero

Mission Statement

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The Three Stages of the 3-year lesson plan

Stage [1] Define:.....15

Function [A] Identify Problem

1. **Assess Needs.**
2. **Establish Priorities.**
3. **State Problem.**

Function [B] Analyze Setting

1. **Audience.**
2. **Conditions.**
3. **Relevant Resources.**

Function [C] Organize Management

1 Task.

2. Responsibilities.

3. Time Lines.

Stage [2] Develop:.....15

Function [D] Identify Objectives

1. Terminal.
2. Enabling.

Function [E] Specify Methods

1. Learning.
2. Instruction.

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Function [F] Test Prototype

1. Conduct Tryouts.
2. Collect Evaluation Data.

Strategies

The primary aim of this three-year instruction program is to reach the cognitive domain category. When this done it is determined that the objectives of the instruction program would have fulfilled the goals of the mission statement. There are three categories into which most objectives fall: psychomotor, affective and cognitive. Psychomotor objectives pertain to the manipulative or motor-skill area. Affective objective pertain to interests, attitudes, and values and the development of appreciations. The cognitive objectives pertain to the recall or recognition of knowledge and the development of intellectual skills and abilities. Each year the results of the objectives will be evaluated to see if they are supporting the strategies of each domain. Some objectives may need to be deleted, modified, added to or omitted. However, this cannot be determined until after stage 3 of the instructional/learning program have been completed and evaluated in the first year preceding the second year.

Now the logic behind the learning/instruction program in the library center is to let the students have hands on experience with the materials and equipment. This logic is based on the principle that "We learn by doing". Again, there are 3 domains in which the objectives of the learning/instructions can be classified, psychomotor, effective and cognitive. In the first year the objective will be classified in the psychomotor domain. In the psychomotor domain, the instruction program focuses on 3 strategies, self-paced, mixed-paced and externally paced. These strategies are based on the fact that when a student or students began to start a learning program

that they go from the "Known to the unknown". The operational definitions of the psychomotor strategies are as follows,

1. **Self-paced: A learner and an object to be manipulated are at rest prior to the initiation of motion. The learner moves the body or part of the body when ready and at the learner's own speed. During the process there is contact, manipulation, control, or movement of a stationary object. An example would be typing on a computer keyboard. The learner begins the movement of the arms and the fingers using a stationary object.**
2. **Mixed-paced: A learner or an object to be manipulated is in motion at the outset of an action. If a learner interacts with a stationary object while his/her body is in motion or interacts with a moving object while the body is stationary, the is a mixed-paced activity, An example would be a softball in motion while the player is standing in a fixed position.**
3. **Externally paced: A learner and an object to be manipulated are both in motion at the beginning of an action. If a learner executes a series of movements while he/she and an object are in motion, this is an externally – paced activity. An example would be a football player who is running downfield to catch a forward pass.**

The second domain is the affective domain. In the second year the objectives of learning/instructions will be classified in the affective domain, which are interest, motivation, attitude or value. This domain is being used after the first domain has been fully utilized. The operational definitions of these strategies are as follows:

1. **Interest or motivation: The learner expresses preference for an object or activity or engages in behavior that leads to attaining an object or participating in an activity. Interest or motivation may be observed by noting increased persistence at a task or by voluntarily participating in a task with increasing frequency.**
2. **Attitude or Value: A learner expresses feelings towards or a position on a specific matter and is consistent in expressing this feeling or position. Attitude or value may be observed by voluntarily selecting activities that are consistent with a previously expressed feeling or position.**

The third year domain is the cognitive. Once the learner has experienced the last two domains he or she is ready for the cognitive domain. In the cognitive domain there are five strategies: 1. Identifying 2. Naming 3. Describing 4. Ordering and 5. Rule-using. The objective that is written in this year 3 plan should fall primarily into one of these strategies, and one strategy will probably dominate. The operational definition of each strategy is as follows.

1. **Identifying: A leaner indicates membership or non-membership of specified characteristics, objects, or events in a class when the name of that class is given. Synonyms include select, recognize, match, and classify.**
2. **Naming: A learner supplies a label for a specific characteristic, object, or event. It means recall of symbols or details of events. Synonyms include label and list.**

3. **Describing: A learner reports objects properties, events, event properties, and/or relationships relevant to a given characteristic, object, or event. Synonyms include define, explain, and demonstrate.**
4. **Ordering: A learner arranges two or more things in a specified sequence. Synonyms include alphabetize, ranks, and list in sequence.**
5. **Rule Using: A learner solves a problem, which requires two or more steps to arrive at the solution. Synonyms include solve, apply (a principle or law).** [1]

1. V.S. Gerlach, D.P. Ely. Teaching and Media: A systematic Approach. p.p. 292-97.

Martin Luther King Jr. Elementary School is a comprehensive, urban open door public school serving a population with diverse economic, educational, and ethnic backgrounds. The mission of the school is committed to translating the philosophies of Dr. King into an educational environment that includes innovation instructional strategies tailored to the individual needs of each student. These strategies include a variety of educational programs and student support systems designed to maximize each student's ability to establish and achieve realistic educational and vocational goals. This goal will be realized before and or in 3 years by conducting the learning/instruction process in the library center. The program will be realized by first providing maintenance in the library. This can be achieved by consulting the school's collection development plan that provides guidelines for evaluating physical deterioration, obsolescence, and appropriateness for the current needs of the school community. Duplicate copies, out of date materials, materials no longer used or of slight utility, almanacs, yearbooks and encyclopedia's that have been superseded by newer editions that are covered in the criteria for removal will be removed from the library center collection. Also materials in which any significant portion of the information is outdated are withdrawn. Unused, outmoded, or irreparable equipment will also be removed. This must be done first because having outdated or inaccurate materials in a collection discourages use, gives a false impression of the adequacy of the collection, waste the time of the staff, and obstructs student users in their search for useful materials. Next, the principal, teachers, student participation and the library media specialist work together to evaluate the collection in the library to make sure that the collection support and enhance

specific courses and units of instruction taught in the school. For any unit of instruction they must ask the following questions:

1. Is there a variety of media?
2. Are the materials current?
3. Are there enough materials for the number of users?
4. Do the materials span reading, viewing, listening, and comprehension levels?
5. Are there materials that span the opinions, cultural, political, academic, and economic spectrum?
6. Are the materials of interest to students?

After the maintenance and evaluation is done the principal, teacher and librarian will work together to chose and approve subject materials set by the school curriculum, and stocking the library center with updated and current materials chosen and approved by the principal, teachers, student advisory and school librarian.

The librarian then prepares the budget for the library center. The librarian knows that approximately 5% of a library collection must be replaced annually due to loss, damage, or wear that is beyond repair. Cost for replacement of old materials and addition of new materials will be affected by current prices, a factor that determines what the dollars will buy. The following is the recommended budget for the print and equipment section of the library center. [2]

[2] A.L.A. AECT, Information Power: Guidelines for School Library Media Programs. 1988. p. 78-79.

Year One

Budget

Print Section

The library media center contains a basic collection of resources that meet curriculum and leisure needs of students and staff. There are 12,000 volumes in the book collection.

5% or 600 volumes would need to be replaced due to loss, damaged or wear that cannot be repaired. The average price of a high school hardbound book is $15.00 for fiction and nonfiction.

.05 @ 12,000 = 600
600 @ $15.00 = $9,000 **$9,000.00**

30 periodical subscriptions need to be renewed.
The average price of a high school periodical subscription is $14.00.
30 @ $14.00 = $420.00 **$420.00**

3% or 360 volumes would be added to the collection to supply new leisure reading and to give greater breadth and depth to the collection. The average price of a high school library book is $15.00.

.03 @ 12,000 = 360
360 @ $15.00 = $5,400 **$5,400.00**

A new addition of an encyclopedia and other reference books totals $1,100.00 **$1,100.00**

Total amount requested for library books and periodicals. **$15,920.00**

Year One

Budget

Equipment Section

The value of the current inventory is $100,000 and the average age is seven years:

Rate of inflation is figured at 1.2%.

One VCR was damaged beyond repair during the year: Replacement cost is $235.00	**$235.00**
One record player was stolen during the year: Replacement Cost is $685.00.00	**$685.00**
One micro projector was damaged beyond repair during the year: Replacement cost is $4,965.00	**$4,965.00**
One photocopier machine was damaged beyond repair the year: Replacement cost is $2,400.00	**$2,400.00**
Total replacement cost (Equipment)	**$8,285.00**
Total value of the current inventory is as follows:	
$100,000 @ 7 years = $700,000 @ .012 = $8,400.00	**$8,400.00**

Equipment Budget.....$16,685.00
Materials Budget.....$15,920.00
[3]
Total Library Budget.....$32.605.00

[3] ALA, AECT. Information Power: Guidelines for School Library Media Programs. 1988. p.p. 127-129.

Year One
Below is a listing of
Materials and equipment
Added to or replaced in the
Library center

History - past and current: [representative]	**European** **Hispanic** **African American** **Japanese** **Chinese** **French** **Italian** **Others**
Math:	**Basic and Advance**
Social Science:	**Current** **Experiments** **Studies** **Projects**
Economics:	**Demand and Supply** **Graphs** **Surveys** **Charts**
Music History: [representative]	**Pop, Classic, and Folk** **Country, Blues, Jazz** **Hip-Hop, Disco, Etc.**
Literature:	**Languages, poetry** **Etc.**
Government:	**Periodicals, Local** **City, State, Ethics** **Government,** **Judicial, Politics** **Policies, Etc.**

Year One: Equipment Replacement:

- **1 Video Cassette Recorder**
- **1 Record Player**
- **1 Micro Projector**
- **1 Photo Copier Machine**

After the mission has been stated and the maintenance, evaluation, budgeting and materials have been determined: The library center staff needs to be established for a 3-year program. Below is a listing of the staff for a 3-year period according to The Illinois State Standards for school media programs.

Year One:

Professional: 1 certified personnel with appropriate training to service both library and audio-visual functions at the rate of one full time equivalent per 600 students.

Supportive: 1 half-time media aide for each professional.

Year Two:

Professional: 1 certified media specialists to service both functions (library and/or audio-visual) at the rate of 1 full-time equivalent per 400 students:

Supportive: 1 full-time media aide (clerical and /or technical for each professional.

Year Three:

Professional. 1 full-time media specialist for each 250 students or major fraction thereof.

Supportive: 1 full-time media aide and 1 full-time media technician for each 250 students or major fraction thereof:

Also, the library seating and spacing must be adequate for the enrollment for a three-year program. These are recommendations by the Illinois State Standards.

[Space recommendations based on an enrollment of 1000 or fewer student].

Space in Square Feet	Basic
800-1000	Entrance-circulation, distribution
2,000-6000	Reading and browsing; individual viewing and listening.
600-800	Administrative Offices.
300-400	Workroom.
400-800	Stacks.
250-400	Magazine Storage.
400-600	AV equipment distribution and storage.
600-800	Faculty center and professional materials.

Space and Seating availability
In year one

Seating for 10% of the student enrollment at 40 sq. ft. per student, plus 2,500 sq. ft. for the basic functions.

Space and Seating Availability
In year two

Seating for 10% of the student enrollment at 40 sq. ft. per student, plus 2,500 sq. ft. for the basic functions. At least 1,000 Sq. ft. for additional functions of the media program;

Space and Seating Availability
In year three

Seating for 15% of the student enrollment at 40 sq. ft. per student, plus 2,000 sq. ft. for additional functions of the media program. Space for special functions as determined by school program. [4]

[4] Chicago State University, Illinois State Standards: School Media Programs. Materials Section. Ref. P. 020. Ill. Pp. 3-33.

Classroom Instructions and Assignments

We began with first year program for learning/instruction in the library center. There are 25 classes in the school year. The library will take 5 classes per week for the entire school year. There are 600 students in the school. Each class will last for 1½ hour. In the first year through the third year students will learn library retrieval of information skills and audio-visual skills and techniques.

Step 1. The teacher of each class gives or helps the students pick a subject. At ½ of the school year and before school ends each student is required to do and turn in a library pathfinder on the subjects they chose.

Step 2. The students are to create the library pathfinder on CD-ROM. They are to create it so it can be listened to and followed on screen. The students are to create this pathfinder by using the materials available in the library center in their school.

Step 3. The students are taken to the library were they receive orientation.

Orientation Of Students

The library media specialist will inform the students that the library has a selected, varied and systematic collection of a wide range of relevant informational and learning resources. These resources represent a large range of subjects. It will be pointed out to the student that learning how to retrieve information from the library center can only benefit their educational endeavors. Students will be informed at this time about the instructional/learning process they are about to go through. A 30-minute movie is shown pertaining to the past and present history of the library and why it was necessary to create a library. Afterwards, a question and answer opportunity is available to students.

A. **The students are to select and write down a subject, title and author from a list provide by the librarian.**

B. **Each student is to go to the card, book or electronic catalogs and find the subject, title and author they selected from the list provided. They are to write down all pertinent information on the card that will allow them to locate the information on bookshelves, microfilm, periodicals, audio-visual, reference and computers.**

C. **Each student will search the library center, bookshelves and etc, to find the information they have selected and recorded at the catalogs.**

D. **The students are to be introduced to the Reference librarian and given recorded information on what is available in the reference section and for what uses reference materials are and can be used for.**

E. **The students are to be introduced to the materials, periodical, audio-visual and circulation section and given recorded information on what is available in these sections and how to use these sections and what information is available to students.**

F. **From the beginning to the end the students are assisted by the library aid that assist students by, answering questions, assisting students in finding materials, lecturing, and etc.**

G. **The students are asked to turn in to the library aid the title, subject and author they selected along with the material retrieved from their selection, i.e., materials in reference, books, magazines, periodicals, audio-visual computers and etc.**

H. Each student will have opportunity to view each piece of equipment as it is being used.

I. The operations, functions and mechanics of each piece of equipment will be explained to students as it is being operated.

J. All questions students may have about equipment are answered.

K. Each student is taught to operate equipment.

L. Each student is required to do a variety of minor projects on each piece of equipment. These projects must be completed by the end of the school term.

M. This will go on during the first year of learning/instruction in the library center.

Stage 1: Define.

Function A. Identify Problem:

Assess needs: Students need to learn how to use the library to obtain relevant materials and information.

Establish priorities: Teaching students the skills they need to retrieve the information they need in the library center.

State problem: Students don't have the skills to utilize the available relevant informational resources available to them in the library center. This limits their academic and educational growth to a great extent.

Function B. Analyze Setting:
Audience: Ages 4-6 and 7-8.

Conditions: A school system with limited resources and with substantial number of academically and culturally deprived students.

Relevant Resources: Library center; (Audio visual equipment, non print materials, reference materials, materials section, books, magazines, periodicals, micro film and abstracts, computers, reserve area, reference librarian, teacher, library aid, and other technical assistant).

Function C. Organize management:

Time lines, Task and Responsibilities: Library media specialists and library aid will organize the work and establish time lines.

Stage II. Develop.

Function D. Identify Objectives:

Terminal and Enabling: To introduce, teach and instruct students on the skills of finding relevant information in the library center which is conductive to the schools educational curriculum district wide.

Function E. Specifying Methods:

Learning/Instruction: 1. Each student is given a number 2 pencil.
2. A list with author, title and subject of different books.
3. Each student is given 6 4x8 index cards.
4. A list for each section of the library explaining its functions and use.
5. A note pad for note taking.

State III: Evaluate.

Function F. Test Prototype:

Conduct tryouts/Collect Evaluation Data:

A discussion is held to determine what each section is used for, what information is available in these sections and how information is obtained from each section. During the discussion and determination the student is asked to take notes. The student is given a multiple-choice exam, which gives students choices to determine How well they have learned hot to find wanted information and what section is used to retrieve desired information. Then all information that students have been asked to create is collected. The date collected is used to evaluate the success of the library learning/instructional program. This evaluation is made by finding out how well a percentage or sample of students comprehended the learning and instructional material. The data collected is evaluation data. It is created by testing the prototype material on students for whom the objective and teaching/learning and instruction were designed. [5]

[5] Chicago State University. The Instructional Design Process: Materials Center. Ref. 371. 3CHI.p. 11.